

# Connecting Reading and Writing

*in a High School Setting*

Elizabeth Gates  
Greenville Senior High School



- rural; class A
- 1155 students at the high school
- traditional 6 period day
- 54 minute classes
- 46% free and reduced lunch

## *School Profile*

# Teaching Profile

**1st : Advanced Placement Lit & Comp**

**Academic Focus 1/2 period**

**2nd: Team-taught English 11**

**3rd: Team-taught English 11**

**4th: English 11**

**5th: English 11**

**6th: Planning**

154 students total

33 Honor Students

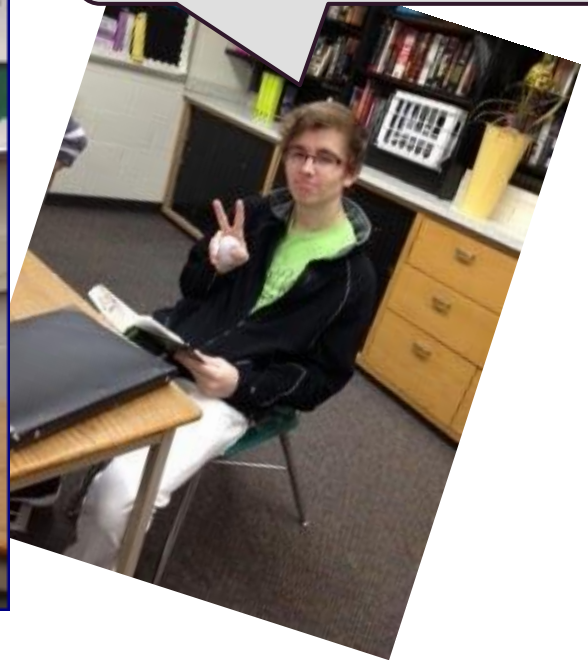
16 Special Ed

7 504 students

# Create an environment where reading is the foundation of your classroom.

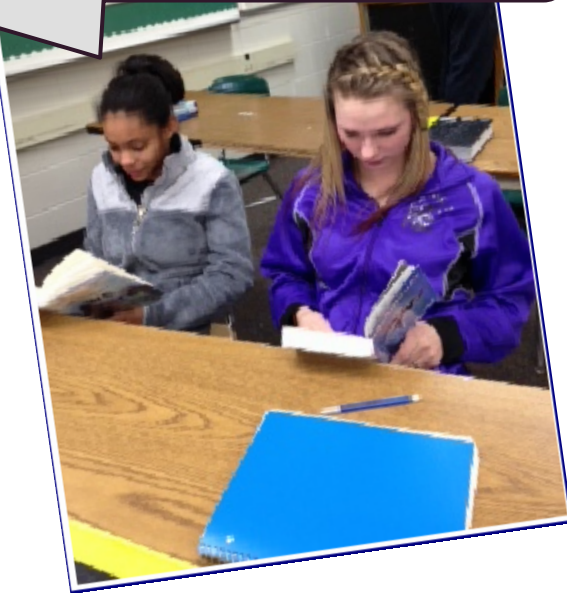


I like YA fantasy. It's a way to live out a life I can't live. --Brekky'n Hayes



# Create an environment where reading is the foundation of your classroom.

I like reading at the beginning of the hour. It gives us a chance to actually get into books.  
--Nadia Battles



I'm into war books and mysteries. I like stories that are true and keep me on the edge of my seat --Collin McCain



Readers who are struggling need good books--and lots of them.  
(Kelly Gallagher in Readicide)



# My classroom library

# Stamina... Engagement... Goals

(Penny Kittle)

## Students

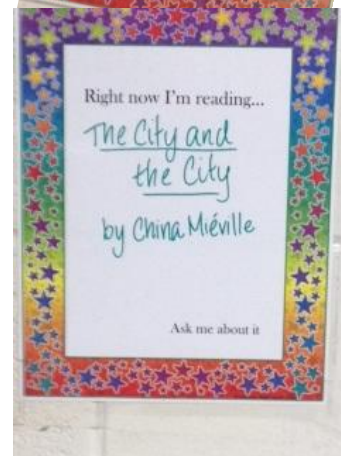
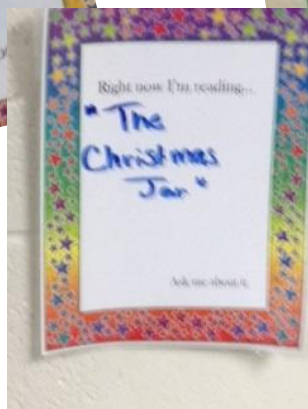
Start the hour with 10-15 minutes of choice reading *everyday*.

## Teacher

- Conference with students.
- Read with students.

# Be what you want your students to become.

## Be a reader.





# Read like a writer. Write for a reader.

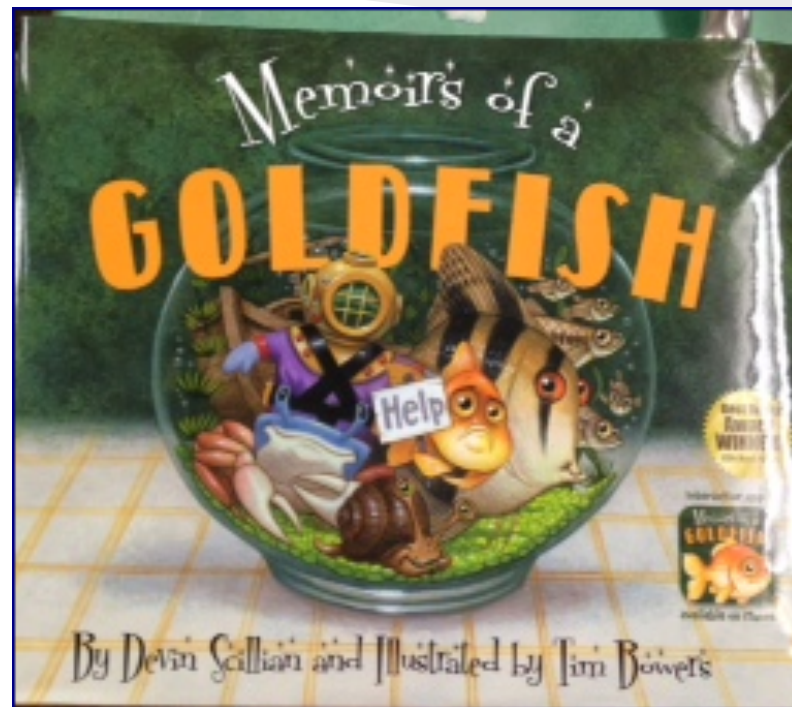
## Student Projects:

- digital essays
- book trailers
- prezis
- Glogster

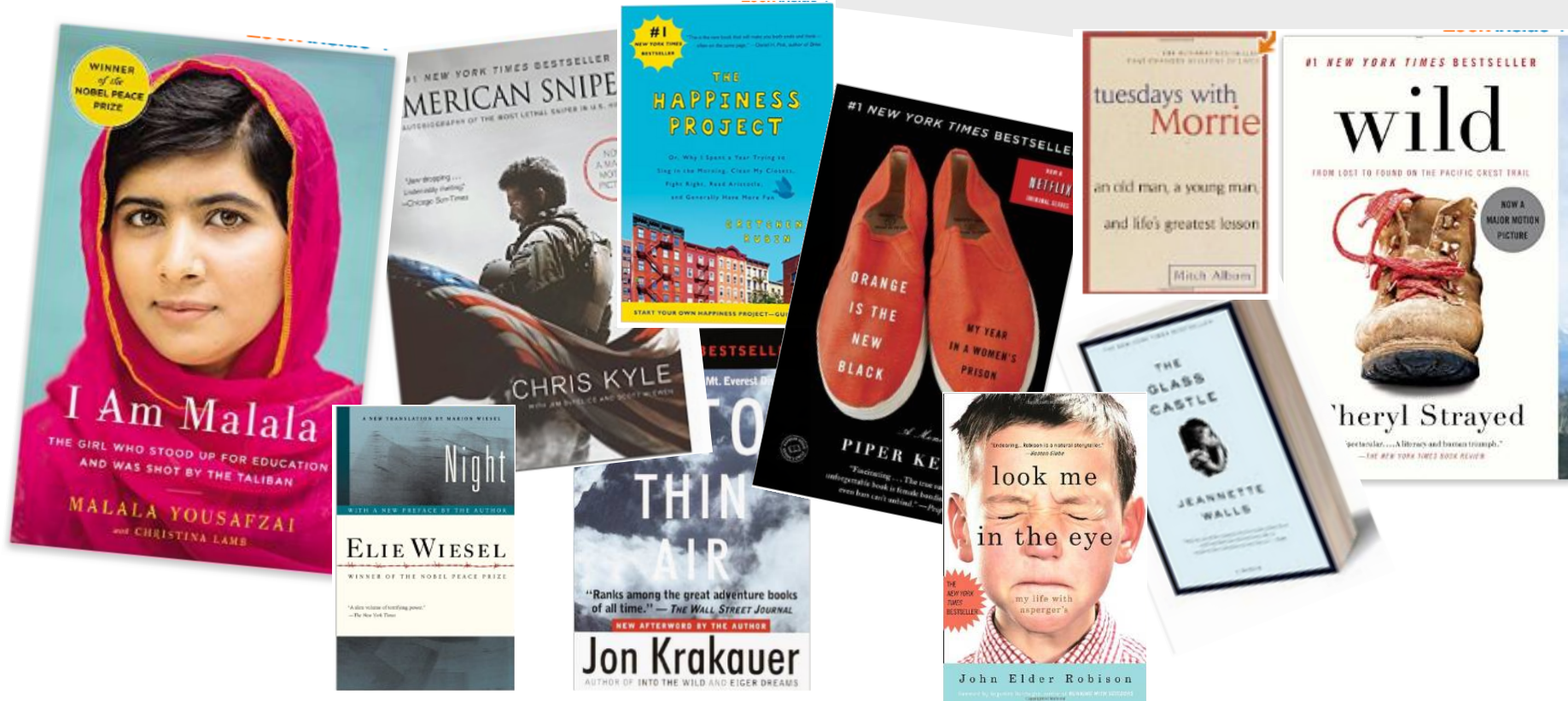
According to Jim Burke, writers must not only use traditional features, but innovative elements of links, images, and sound (English Ning). This is an attempt to create a piece of writing that is “light, layered, and linked” (Ross-Larsen 2002).

# Read like a writer.

“Long before writers can create their own text, they can learn what good writing is all about by hearing and loving the work of others” (Spandel & Stiggins, 1997).



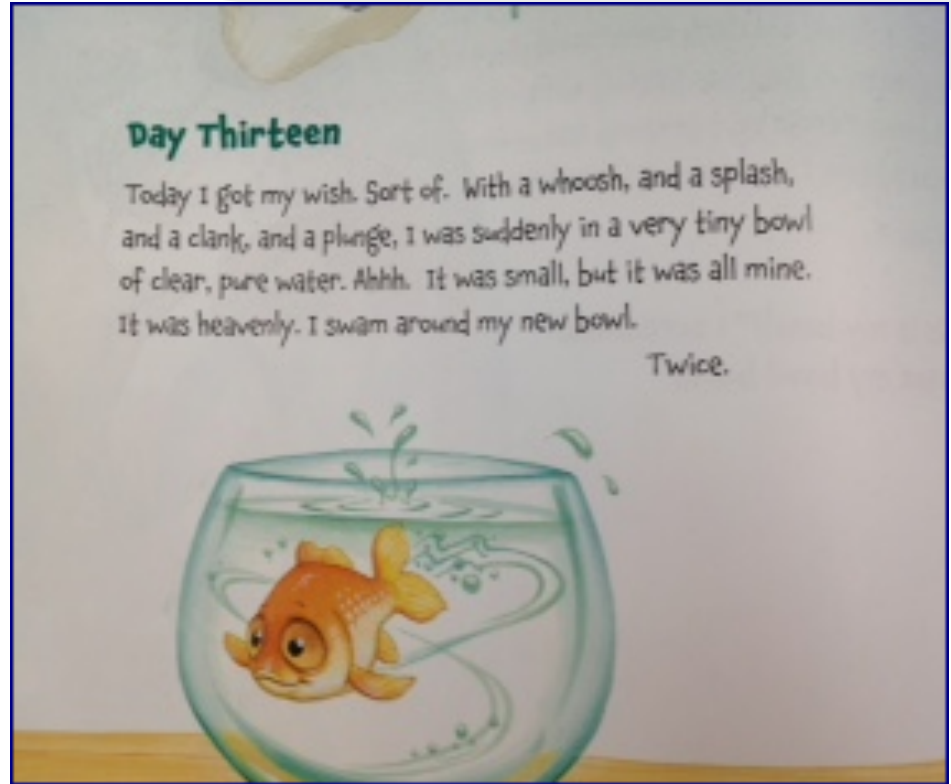
“Immersion in literature is one of the best ways to encourage students to write in a particular genre” (Routman, 1994).



# Understanding the features of a genre will help students use those elements in their own writing.

## Memoir Genre Features: Bring the subject to life through...

- narrative voice
- dialogue
- description
- internal thoughts



# Student writing parallels what they know about text (Donovan and Smolkin, 2002).

## REPETITION & PUNCTUATION

“Forget fathers, forget teachers: our mothers are the ones with the answers...”

--*In Zanesville*

Jo Ann Beard

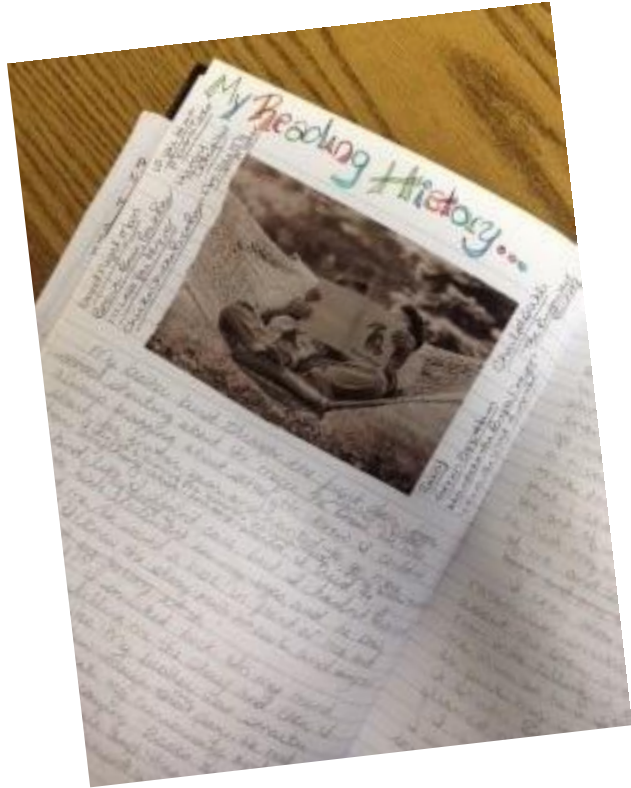
## STUDENT SAMPLE

### Memoir Final Draft

I laid there cloaked in the thickest darkness I'd ever known, clawing and tossing my sheets about, unable to rest. This deep sense of panic had set in, causing my breath to come in shallow, rapid gasps. It felt like two halves of my mind were at war with each other, and tearing my sanity apart in the process. It hurt more than anything I'd ever experienced, but obviously not in the conventional sense. It was like my very being was trying desperately to become something else, but half of all my instincts were telling me not to let it happen. I couldn't sleep. I couldn't think. I couldn't breathe.

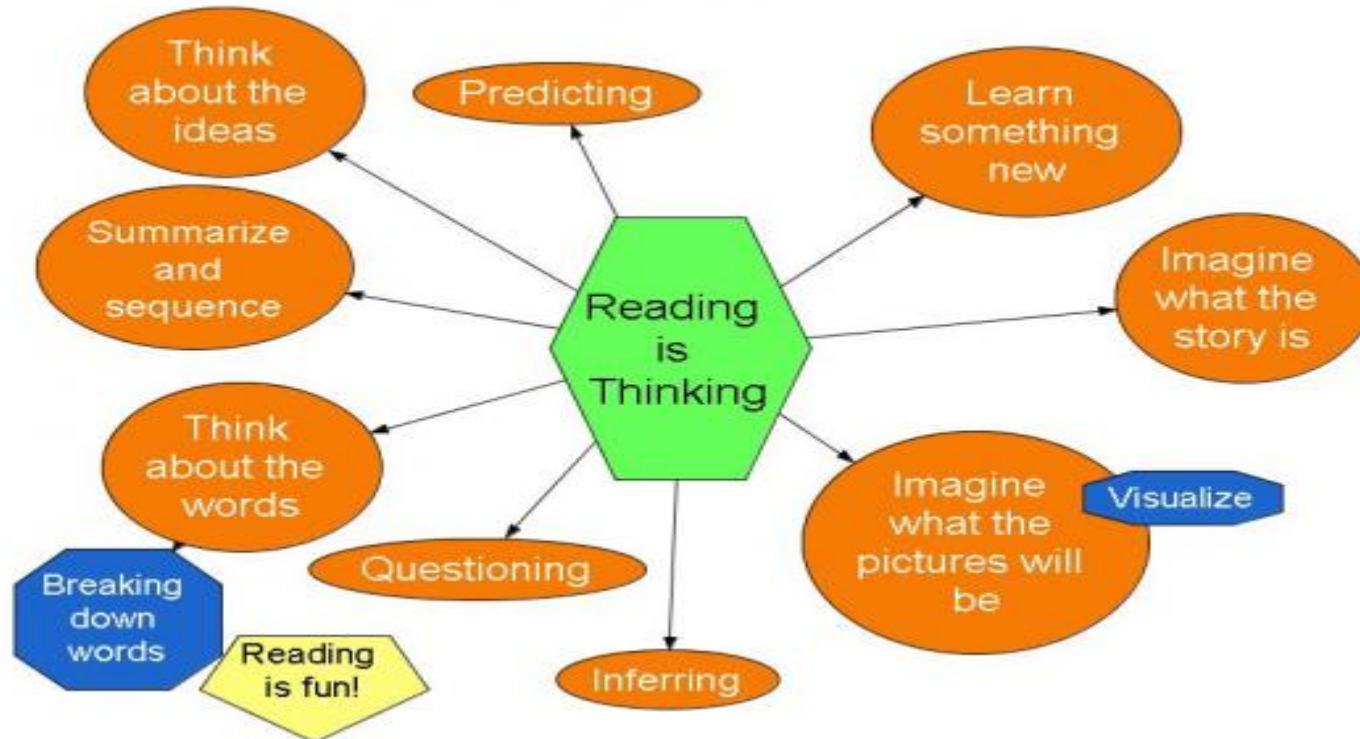


# Write with your students.

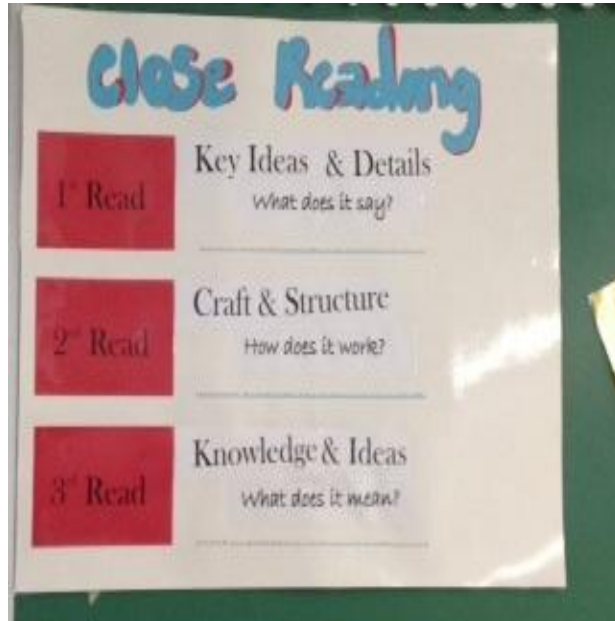


*"My brother burst through the screen door shouting about a book he could read as he dragged his Batman lunchpail behind him. He was always bragging about school, mostly because I had to wait one more year before I could go, too. And, I wanted to go more than anything else in the world."*

# Reading is Thinking



# Meaning arrives because we purposefully engage in thinking while we read (Tovani 2004)



Who is Lady Macbeth calling "the raven"?

The raven himself is hoarse

That croaks the fatal entrance of Duncan

Under my battlements. Come, you spirits

Where is the king heading, according to the messenger?

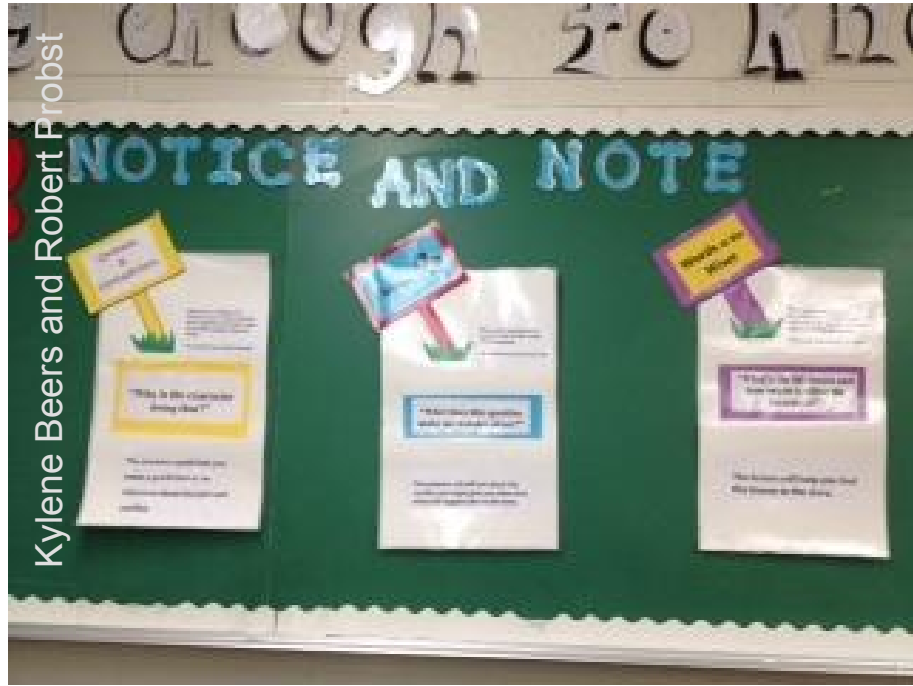
That tend on mortal thoughts, unsex me here,

And fill me, from the crown to the toe, top-full

Are the spirits "good" or "evil"?

# Reading matters in a writing workshop

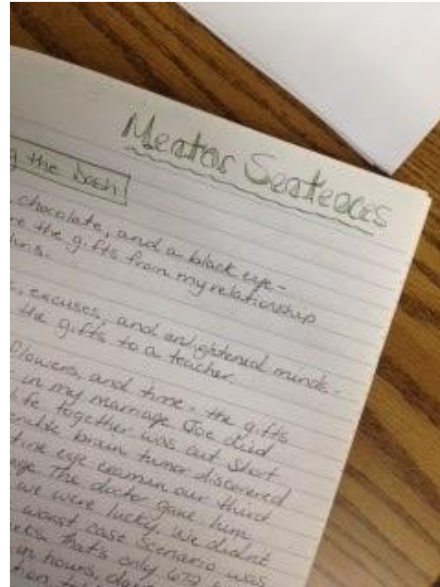
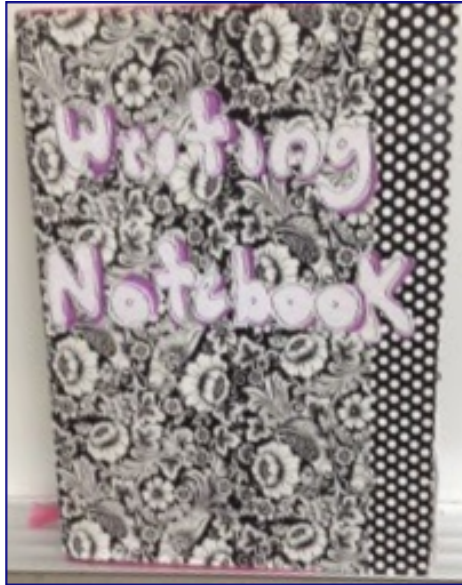
(Calkins, 1994).



Nobody but a reader  
ever became a writer.

~Richard Peck

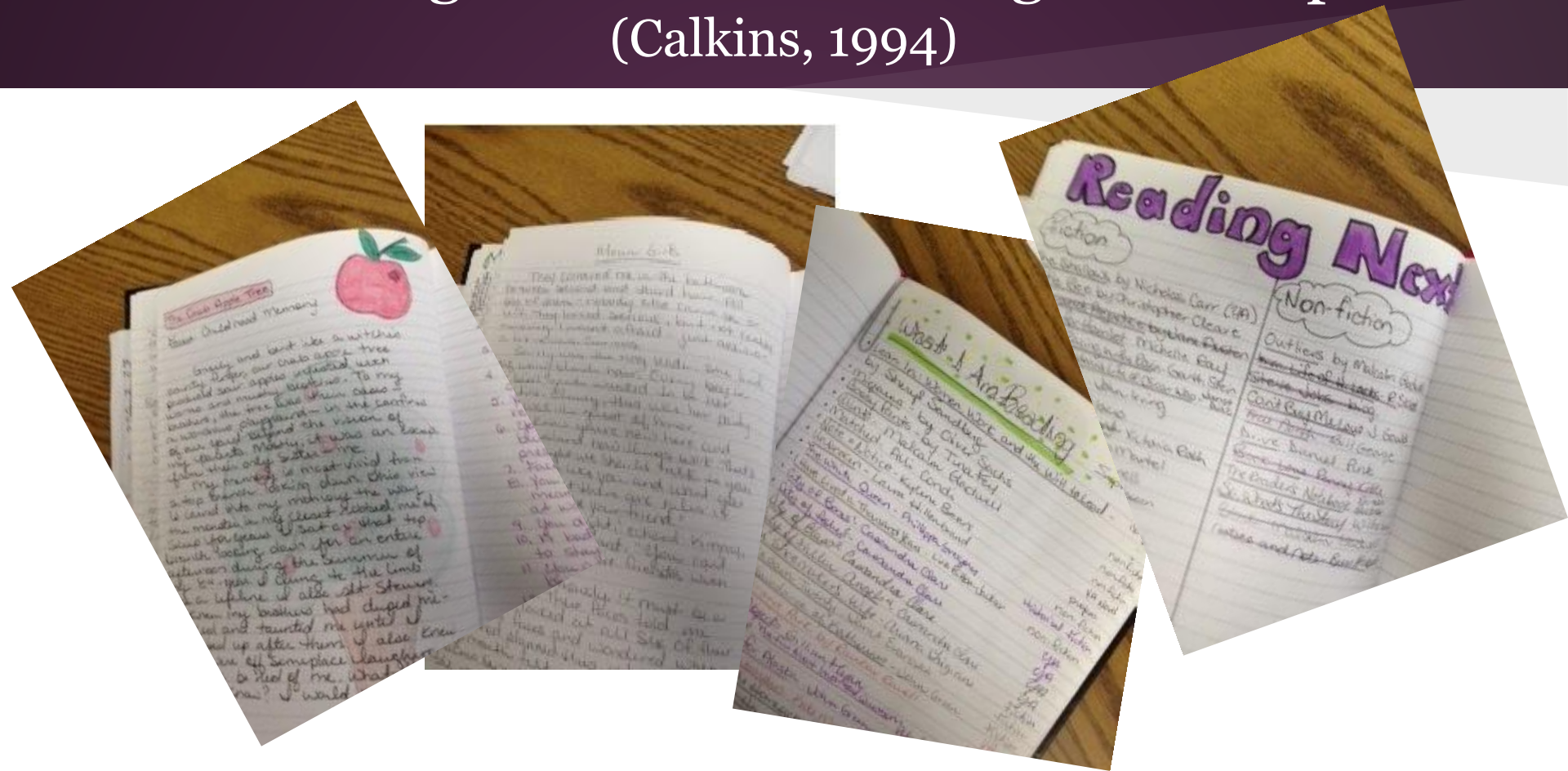
# Where do your students capture their thinking? Reflections? Reactions? Ideas?



Allow students to  
play with words,  
ideas, and language  
in a place that is safe  
and personal.

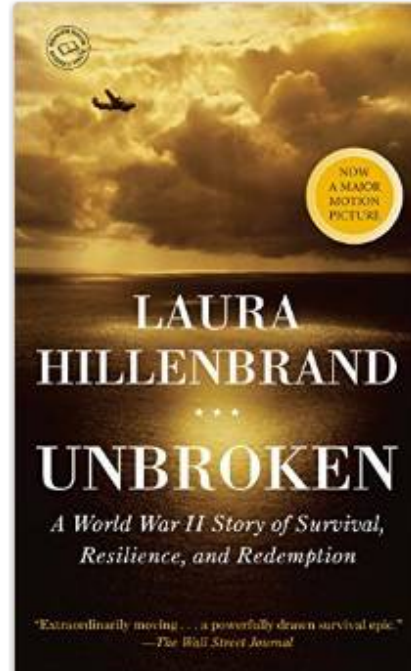
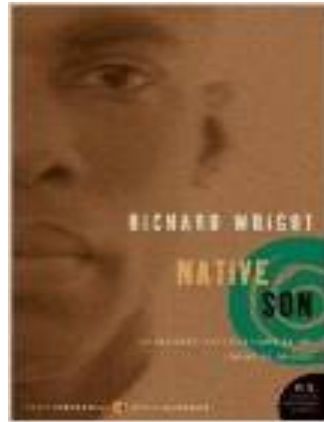


# “Reading matters in a writing workshop” (Calkins, 1994)



# Book Talks

“Read to them. Take their breath away. Teach your children to be moved and you will be preparing them to move others” (Calkins, 1994).



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# My classroom wikispace:

